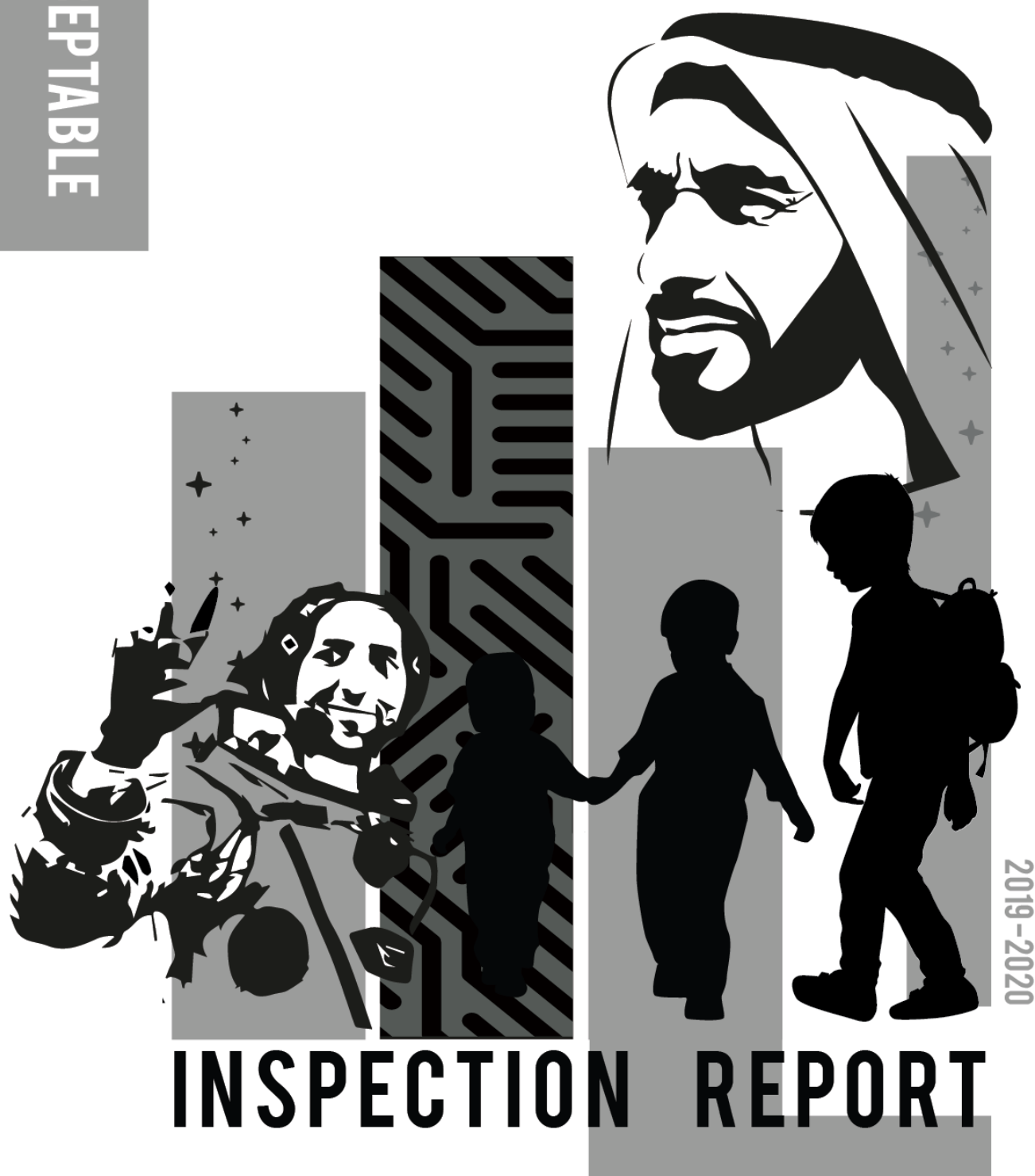


ACCEPTABLE



2019-2020



























MOE CURRICULUM

## Contents

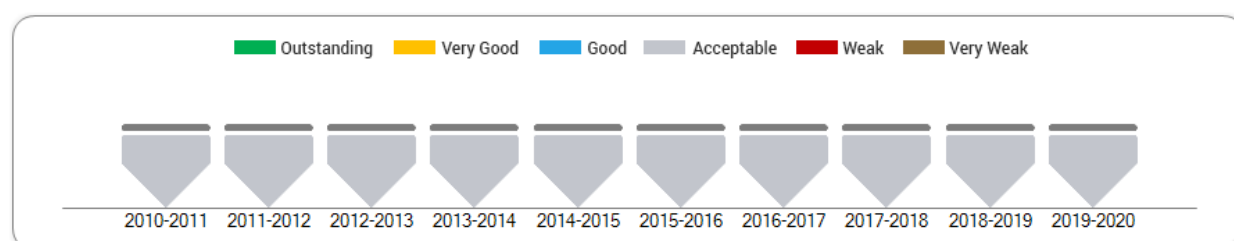
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<b><i>Contents.....</i></b>	<b><i>2</i></b>
<b><i>School Information.....</i></b>	<b><i>3</i></b>
<b><i>Summary of Inspection Findings 2019-2020 .....</i></b>	<b><i>4</i></b>
<b><i>Overall School Performance .....</i></b>	<b><i>6</i></b>
<b><i>National Priorities.....</i></b>	<b><i>8</i></b>
<b><i>National Agenda Parameter .....</i></b>	<b><i>8</i></b>
<b><i>Moral Education .....</i></b>	<b><i>9</i></b>
<b><i>Reading Across the Curriculum .....</i></b>	<b><i>9</i></b>
<b><i>Innovation.....</i></b>	<b><i>10</i></b>
<b><i>Main Inspection Report .....</i></b>	<b><i>11</i></b>
<b><i>Views of Parents and Students.....</i></b>	<b><i>20</i></b>

## School Information

General Information		Location	Al Rashidiya
		Opening year of School	1973
		Website	www.imanDubaischool.com
		Telephone	97142858589
		Principal	Amjad Izzat Abed Al Jubr
		Principal - Date appointed	1/17/2019
		Language of Instruction	English, Arabic
		Inspection Dates	10 to 12 February 2020
Students		Gender of students	Boys and girls
		Age range	3-14
		Grades or year groups	KG 1-Grade 8
		Number of students on roll	448
		Number of Emirati students	75
		Number of students of determination	28
		Largest nationality group of students	Arab
Teachers		Number of teachers	42
		Largest nationality group of teachers	Mixed
		Number of teaching assistants	4
		Teacher-student ratio	1:11
		Number of guidance counsellors	1
		Teacher turnover	33%
Curriculum		Educational Permit/ License	MoE
		Main Curriculum	MoE
		External Tests and Examinations	MoE
		Accreditation	NA
		National Agenda Benchmark Tests	IBT, CAT4

### School Journey for AL EMAN EDUCATIONAL EST ( AL EMAN PRIVATE SCHOOL )



## Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes	<ul style="list-style-type: none"> <li>In Islamic education and Arabic, students' progress is a strength of the school. In Arabic, improvements are noticeable in progress in Cycle 1, and in attainment in Cycle 2. Children's progress in English in Kindergarten (KG) remains strong. In classrooms, across almost all subjects, students show improved attitudes to learning, particularly in the acquisition and application of digital learning skills.</li> <li>The personal development of students in Cycle 2 is of a significantly high standard because of their self-discipline, increasing maturity and desire to take leadership roles in the school. Almost all students continue to treat one another and their teachers with respect. They value the school for taking care of them. However, a small minority of boys in Grades 1 and 2 are disrespectful at times, particularly towards their teachers of English.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>There are significant improvements in assessment systems and practices in Cycle 1 and Cycle 2, which are leading to more focused and relevant learning programmes for almost all students. Teachers are beginning to demonstrate techniques and strategies which result in more personalised learning. High achievers are not sufficiently identified, and their talents are not nurtured or developed to the fullest extent.</li> <li>The school is compliant with UAE Ministry of Education (MoE) requirements in all respects. Involvement in external benchmarking tests has resulted in more regular review processes. Most teachers are not able to adapt the curriculum so that students can demonstrate where they exceed age-related standards. The introduction of a number of new initiatives makes the curriculum more relevant to students' needs.</li> <li>The school clinic regularly reviews its records and processes and has enacted the recommendation of the previous inspection report. The rigorous child protection procedures are not fully reflected in the safeguarding guidance issued to all staff. Relationships between staff and students are mostly positive. Older students receive helpful advice and guidance regarding their next school and their future career pathways.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The principal continues to have a significant impact on the morale of the school. He is developing an open and constructive relationship with the restructured governing board, which is beginning to invest in the resources required to ensure higher achievement. Parents express their appreciation of the improving educational provision for their children.</li> </ul>

**The best features of the school:**

- Progress in Arabic in Cycle 1, attainment in Arabic in Cycle 2 and the highly positive progress across the school in Islamic education
- The enhanced self-evaluation and improvement planning and the improved governance
- The assessment procedures and systems in the school
- Students' knowledge and understanding of Islamic values and Emirati culture
- Students' personal development in Cycle 2.








**Key recommendations:**

- Improve the effectiveness of governance by fully supporting the principal and school leaders and sustaining the levels of resourcing.
- Ensure that all students achieve their full educational potential by improving:
  - their learning skills
  - teaching and professional development, so that a majority of lessons are at least good, and weak teaching is eliminated
  - the use of all National Agenda and assessment information to plan lessons more appropriately.
- Ensure that the school improvement plans are reviewed regularly and have a positive impact on learning outcomes.

## Overall School Performance


### Acceptable

#### 1. Students' achievement



		KG	Cycle 1	Cycle 2
 <p>Islamic Education</p>	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good
 <p>Arabic as a First Language</p>	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Good	Good ↑	Good
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 <p>English</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 <p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 <p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 <p>UAE Social Studies</p>	Attainment		Good	

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

## 2. Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good 
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

## 3. Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable 	Acceptable 


## 4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

## 5. The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable 
Parents and the community	Good
Governance	Acceptable 
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

#### School's progression in international assessments

**is approaching expectations.**

- Assessment data in the Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) 2015 indicate acceptable progression. In PISA, the school improved between the two assessment cycles. It did not meet its targets in science and reading but exceeded its target in mathematics. In TIMSS, the school regressed in science and mathematics in Grades 4 and 8. The International Benchmark Test (IBT) scores show weak progression in mathematics and science. IBT data for English show a rise from weak to acceptable. The Progress in International Literacy Study (PIRLS) scores are at low international benchmark level, reflecting significant deficits in reading and comprehension.

#### Impact of leadership

**is approaching expectations.**

- Leaders support the vision and goals of the National Agenda, but they have not aligned the curriculum to external benchmark requirements. The school analyses information from assessments. However, leaders have not ensured that the information is used to improve lesson planning or to provide differentiated tasks to match students' differing needs.

#### Impact on learning

**is below expectations.**

- Critical thinking, problem-solving and inquiry-based learning are developing in science, and to a lesser extent in mathematics and English. In science, teachers provide activities to develop students' exploratory and investigative skills in all cycles. Students' use of learning technologies is variable.

**Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.**

#### For development:

- Improve students' outcomes in the IBT and international examinations.
- Monitor the effectiveness of teachers' use of information from assessments, to ensure more consistency in meeting the learning needs of all students.
- Ensure that teachers effectively promote problem-solving, critical thinking, enquiry and research skills in all subjects.



## Moral education

- The moral education programme provides for students' moral and cultural development and for citizenship. From Grade 1, students have a weekly fifty-minute lesson that covers key concepts from the prescribed textbooks.
- Moral education is taught in KG. In Grades 1 and 2, homeroom teachers are responsible for the programme, and specialist teachers teach the subject from Grades 3 to 8. The curriculum is enhanced by excursions outside the school.
- Teachers carry out on-going assessments of students' development and prepare profiles of their work. They use this information to report to parents on their children's progress. They do not produce final assessments of students' progress.

**The school's implementation of moral education is meeting expectations.**

### For development:

- Produce final assessments of students' progress.

## Reading across the curriculum

- The school is beginning to use on-going standardised assessments to track and evaluate the quality of reading. Although this is appropriate and provides useful assessment information, its analysis is underdeveloped.
- A named person, who is not a specialist in reading literacy, monitors and supports reading across the school. There is no school policy to guide the teaching of reading literacy.
- The school is at an early stage of developing reading as a lifelong skill. There is no whole-school approach to the development of reading.
- Resources are limited, and there are no reading specialists to coach existing staff. The library is underused for the promotion of reading.

**The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.**

### For development:

- Create a whole-school strategy to develop students' reading skills and foster a love of reading.
- Strengthen teachers' knowledge of how to teach reading skills.

## Innovation

- In science, students in Cycle 2 use technology to enrich and extend their knowledge and understanding through research.
- Students have more opportunities to engage in thinking and design, through science, technology, engineering and mathematics (STEM) lessons, which enable them to develop and apply some skills of innovation.
- Teachers use questioning to develop students' higher-order thinking skills more effectively in English and science. Lesson planning does not always promote the development of thinking skills.
- The curriculum provides increasing opportunities to motivate and challenge students. Lessons in design and projects in technology enable students to develop innovative and creative skills.
- The governing body and the principal show a commitment to the promotion of a culture of innovation. The additional resources for technology support improvement in that area.

**The school's promotion of a culture of innovation is emerging.**

### For development:

- Ensure that teachers consistently provide opportunities for innovation, including critical thinking, across the school in all subjects.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

	KG	Cycle 1	Cycle 2
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Good

- Internal assessments indicate that most students are attaining well above expectations. Observations of lessons and scrutiny of students' recent work do not support these findings. The majority of students make stronger progress when the learning objectives are appropriate. Girls in Cycle 2 are not progressing as well as boys.
- Children in the KG have a clear knowledge of the family of the Prophet (PBUH) and of the pillars of Islam. In Cycle 1, a majority of students have good skills in reciting the Holy Qur'an. Older students in Cycle 2 have a clear understanding of Islamic manners when travelling and community protocols.
- As a result of additional recitation and Tajweed sessions, students across both cycles are improving their memorisation skills. Those in Cycle 2 make slower progress in lessons due to some less effective teaching.

#### For development:

- Promote independent learning, research skills and effective group work, especially in Cycle 2.
- Develop students' higher-order thinking skills in order to raise their attainment.

#### Arabic as a First Language

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Good ↑
Progress	Good	Good ↑	Good

- Students in all phases achieve improved outcomes as a result of more effective teaching strategies. Particularly in Cycle 2, they are acquiring a range of vocabulary through a variety of topics, leading to better sentence building.
- Most students in Cycle 1 read well and copy texts with good handwriting. Comprehension and writing skills are underdeveloped, particularly among the boys. Speaking and listening skills are improving. Students use short phrases rather than connected sentences.
- Students' vocabulary is now extended, leading to improvement in structured writing, particularly in the upper grades. Spoken communication is not well developed in the lower grades.

#### For development:

- Provide more opportunities for students to speak in a range of real-life situations.
- Ensure that learning activities provide an appropriate level of challenge and extend students' thinking and their speaking and writing skills.

## English

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Students achieve slightly better in Cycle 2 than in Cycle 1. Overall, girls outperform boys in both cycles, particularly in their speaking and writing skills. In the KG, children confidently engage in conversation in English with their peers and teachers, particularly in KG 2.
- Students' speaking skills are improving. In the KG, children write simple sentences. In general, students' reading and writing, particularly their extended writing, are underdeveloped. They know more about the structure of the language than about how to use it effectively for real-life communication.
- Students now have more opportunities for reading silently and aloud. However, improvements in these skills are still not evident. Their presentation skills are insecure because they do not get enough opportunities to develop them.

### For development:

- Enhance the opportunities for students to develop their reading skills and provide them with support.
- Expand the opportunities for students to refine their writing skills for a range of purposes and to write at length.
- Strengthen students' communication skills for real-life purposes.

## Mathematics

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In the KG, children complete and write double-digit addition and subtraction sums, working within 20. They are familiar with different shapes and are able to use mathematical vocabulary. In Cycles 1 and 2, students' ability to apply mathematical procedures is stronger than their reasoning skills.
- In Cycle 1, teachers place little emphasis on mental arithmetic and the use of numeracy strategies to support conceptual understanding. In Cycle 2, critical thinking and problem-solving are still underdeveloped. Students do not have enough opportunities to participate in practical mathematics and open-ended tasks.
- External examinations in Cycle 2 have shown some improvement in attainment. Students are insufficiently challenged by some of the learning activities. Their use of digital technologies and research to support their mathematical learning is restricted.

### For development:

- Challenge all students with appropriate activities that match their individual needs.
- Ask more open-ended questions to promote students' problem-solving and reasoning skills.

## Science

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Internal assessments suggest that students' knowledge of scientific concepts meets curriculum expectations. However, international test results, including IBT, indicate that students' higher-level skills are weak. Teaching relies too much on the acquisition of knowledge in the KG and Cycle 1.
- Students can recall and research information about various scientific processes, but their work is generally knowledge based. Students' understanding of scientific concepts and their application to real life is more evident in Cycle 2, but it is still inconsistent.
- Students' investigative skills are developing across the phases. In Cycle 1, students use their senses to make observations. They can record results and draw conclusions when guided by their teachers. In Cycle 2, students carry out investigations and use their findings to develop their understanding of scientific concepts.

### For development:

- Improve students' understanding of scientific concepts and their application to real life, especially in Cycle 1, to accelerate progress.
- Enable students to make predictions, draw conclusions independently and justify their findings by scientific evidence.
- Encourage students to use the scientific method to carry out investigations and to record their findings in structured laboratory reports.

## UAE Social Studies

	All phases
Attainment	Good

- Most students' needs are met through the UAE social studies curriculum, which is well established in the school. Students acquire good understanding and appreciation of the Emirati culture.
- In most lessons, students learn actively, building up their knowledge and understanding while using the skills of interaction and collaboration. In the best lessons, students make appropriate use of technology for research on social studies concepts.
- Over time, almost all students reach the expected levels of the curriculum, and the majority attain above these levels.

### For development:

- Ensure that the UAE social studies standards are clarified to all staff and that assessment information is used more effectively.
- Provide opportunities to improve students' critical thinking skills.

## Learning Skills

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

- In Islamic education, students' ability to communicate what they have learned is a strength. Throughout the school, including the KG, most students have positive attitudes to their work. However, on occasions, students in Cycle 1 are not sufficiently focused or self-motivated.
- In the better mathematics and English lessons, students make connections to other curriculum areas. In most subjects, they make effective links with the UAE culture. However, they do not consistently make independent learning choices or solve problems because opportunities to do so are limited.
- The use of technology in science has improved. In Cycle 2, students use information technology (IT) to enrich and extend their knowledge and understanding. Opportunities to complete research through the use of IT are not systematically developed across the school.

### For development:

- Provide more opportunities for students to solve problems and to make choices about their own learning.
- In all subjects, and throughout the school, develop students' use of IT for independent research.

## 2. Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good ↑

- Students have positive and responsible attitudes and need little reassurance. They are self-reliant. Teachers do not encourage them to be risk-takers. Students' behaviour is generally positive, and they are courteous to adults and to their peers.
- Relationships between students and teachers are friendly and respectful, on the whole. Students are sensitive to the needs of others and give help when asked, especially in Cycle 2.
- Students have positive attitudes towards healthy lifestyles. Most are active, willing participants in physical education classes and sports. Attendance is very good. Almost all students are punctual in arriving at school and for lessons throughout the school day.

	KG	Cycle 1	Cycle 2
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students are involved in a variety of activities during daily assemblies, which enhances their understanding of Emirati culture and Islamic values. Those in Cycle 2 have created a plant garden based on the Holy Qur'an. They write magazine articles using the Emirati dialect.
- Students are aware of Dubai's multicultural society. Teachers do not provide them with enough activities to increase their understanding of global cultures.
- Throughout the school, students demonstrate a strong knowledge of, and respect for, the traditions and culture of the UAE. Most national events are celebrated in the school. Students understand that the Emirati traditions reflect Islamic values very well.

	KG	Cycle 1	Cycle 2
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students contribute to the life of the school and wider communities through planned responsibilities and some voluntary social activities. They understand their roles as citizens. They respond willingly to whatever opportunities the school provides. They show respect and consideration for the needs of others.
- Students enjoy their work and are happy to be involved in activities, but they rarely initiate them. They make valid contributions to projects in design and in STEM lessons, but they are often passive participants.
- Students understand the importance of environmental sustainability. They take care of their school environment through recycling projects.



#### For development:

- Develop students' understanding and appreciation of worldwide cultures.
- Broaden and extend opportunities for entrepreneurship and innovation.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers' subject knowledge is more secure than their knowledge of how students learn best. Their use of resources in the KG, in science and in IT lessons motivates students and facilitates learning. Planning does not always result in lessons that meet the needs of all students.
- Questioning reinforces the acquisition of knowledge. There are few examples of questioning that develops higher-order thinking skills, but these are inconsistent and still emerging. Teachers' ability to assign effective tasks to be completed in groups is underdeveloped.
- The quality of teaching is variable. In the more effective lessons, teachers adopt an activity-based approach and provide opportunities for the use of IT and research. The less effective lessons are teacher directed. Poor classroom management in few Cycle 1 lessons hinders learning.

	KG	Cycle 1	Cycle 2
Assessment	Acceptable	Acceptable 	Acceptable 

- Assessment has improved throughout the school. The addition of external assessments has contributed significantly to this improvement. The school now uses CAT4 and appropriate tests for the National Agenda. In the KG, daily and monthly observations allow teachers to track children's progress.
- The school has begun to compare information from CAT4 with internal assessment results and external benchmark scores. This analysis has led to some actions to reduce gaps in students' learning. As yet, there has been little positive impact on their attainment.
- Assessment information is not consistently used to influence teaching or to track progress across all core subjects. Internal assessment results, which have invariably been generously inflated, still do not give an accurate picture of attainment.

#### For development:

- Ensure that teachers make effective use of assessment information, including CAT4, to match tasks to students' needs.
- Increase the rigour and challenge in internal assessments to align their outcomes more closely with those from external examinations.

## 4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is broad, balanced, relevant and compliant. The prescribed syllabus is enhanced by appropriate additional elements, such as a new reading scheme and the STEM programme. Cross-curricular elements linking English, mathematics, science and art develop students' skills.
- The curriculum has appropriate progression, but there are some gaps in mathematics. There are smooth transitions in the development of students' knowledge, skills and understanding between phases.
- Senior leaders review the curriculum periodically. Reviews in the majority of subjects determine gaps in learning. Differentiation and appropriate challenge are not consistent features of the curriculum design.



	KG	Cycle 1	Cycle 2
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is generally planned and adapted to meet the needs of most groups of students. In some classes and subjects, the required textbooks are followed without sufficient regard to individual starting points. Students are often set the same tasks.
- The school provides opportunities for students to develop their thinking and investigative skills, but these opportunities are inconsistent. Students participate in some activities that promote innovation, creativity and social contribution, including design and local community projects.
- The curriculum enables students to acquire a strong understanding of the culture of the UAE. Lessons in Islamic education and UAE social studies deepen students' knowledge of the country's values and history. Students participate in a range of cultural events.
- Children in the KG get five 35-minute periods each week in Arabic.

#### For development:

- Ensure that programmes of study raise students' attainment and provide more opportunities for cross-curricular links.
- Consistently meet the needs of all groups of students.
- Provide more opportunities for students to engage in activities that promote their innovative, creative and problem-solving skills.

### 5. The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school has effective arrangements to promote students' health and safety. However, the access of adults to the school premises is not sufficiently controlled. Students are always properly supervised to ensure their safety. All staff know what to do regarding child protection.
- The school clinic is very active in providing health education to the whole community. The clinic's records are systematically reviewed. The school is well maintained, and hygiene has improved. Students have ready access to fresh drinking water.
- The curriculum content of some programmes includes references to healthy lifestyles. Students have a modest knowledge of safety precautions in the science laboratory. The school meets all legal and regulatory requirements, including those for emergency evacuation.

	KG	Cycle 1	Cycle 2
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are positive. Systems for managing students' behaviour are known to all and are generally followed. The rigorous procedures in place promote high levels of attendance.
- The identification of students of determination is accurate. There is no central register or co-ordination for those students with gifts and talents. The quality of support is inconsistent, as teachers do not take sufficient account of individual students' learning needs.
- School counsellors and teachers provide good personal care and appropriate academic support. The school closely monitors students' health and physical well-being. Older students receive helpful advice and guidance regarding their next school and future careers.

#### For development:

- Control the access of adults to the school premises.
- Ensure that all lessons consistently provide support that is well matched to the needs of individual students.
- Identify and support students with gifts and talents.

### Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- School governors and leaders have a clear commitment to inclusive education. The provision is effectively led and organised by the experienced inclusion manager, who receives good support from the specialist team.
- Assessment systems accurately identify the individual needs of students of determination. They use, where necessary, reports from external specialists.
- Positive and productive partnerships with parents include weekly reports and regular formal meetings to discuss their children's progress. Parents are generally pleased with the quality of support their children receive.
- Most individual education plans (IEPs) provide clear pathways to enable students to overcome barriers to their learning. Some plans do not have measurable steps towards identified goals. In a minority of lessons, IEPs are not used well enough in planning tasks for individual students.
- Overall, students are supported appropriately and make acceptable progress. When members of the inclusion team support students, their progress is consistently good. In some lessons, progress slows down when teachers do not modify their methods to meet students' specific needs.

#### For development:

- Ensure that IEPs are consistently considered when planning tasks.
- Ensure that teachers modify teaching to meet the specific and identified needs of students of determination in order to overcome their barriers to learning.

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good
Governance	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

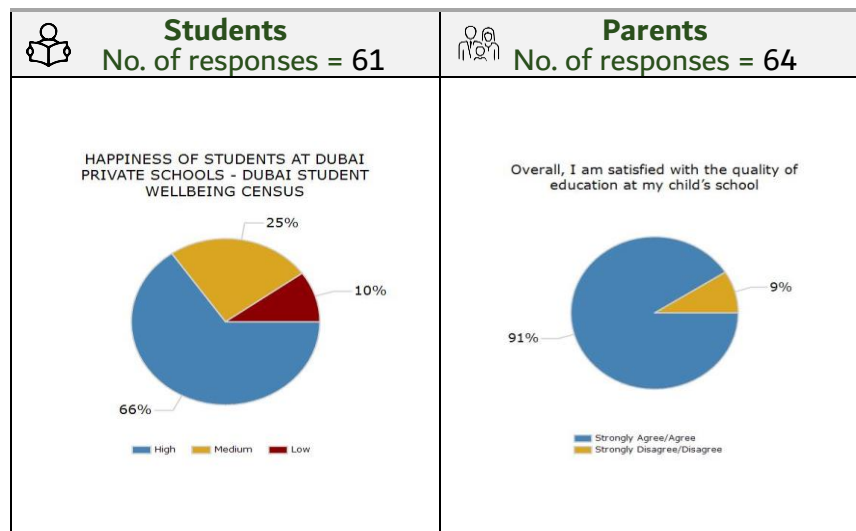
- The principal and senior leaders have reviewed their vision and mission to accurately reflect their local context and UAE priorities. Supportive leadership and encouragement have improved morale in the school and established a positive learning culture to the benefit of students, parents and teachers. This has resulted in improvements to students' personal development, their social responsibility and their practising of Islamic values. Effective delegation is developing as all leaders and teachers become increasingly aware of their accountabilities.
- Improvement planning and self-evaluation are now more accurate. They focus on actions to bring about the required improvements to learning outcomes, particularly in core subjects. School leaders have a more realistic view of the majority of their key priorities. More effective monitoring ensures that evaluation of teaching is increasingly linked to its effect on attainment. School improvement plans do not sufficiently record their impact on students' outcomes. Progress in addressing the recommendations from the previous inspection report has been restricted.
- Parents acknowledge the positive impact of the new principal and the improvements that have come about. Some parents are now involved in the life of the school. Communication with parents is regular. Mothers have direct access to teachers. The school informs parents about their children's progress, strengths and weaknesses, but it is not consistent in reporting on their social and personal development. There are some links with the local and national community.
- The governing body has been reconstituted and is more representative of the interests of a majority of stakeholders. Governors meet regularly to hold the principal to account on issues related to the quality of teaching, underperforming students and return on investment. The owner has pledged significant resources to meet the recommendations of the inspection report, recognises the necessity for sustained investment to secure improvement and understands the consequences of not doing so.
- School leaders ensure that the school operates efficiently and effectively with well-established, clear routines. Resources continue to be limited in quantity and quality. They do not adequately support independent learning or problem-solving. Library resources have been augmented, but opportunities for reading for pleasure and for research are still restricted. Access to digital learning has improved. There are enough teachers, but their expertise is not adequately developed to optimise students' achievement, particularly in Cycle 1.



### For development:

- Clarify what is expected of all leaders and hold them to account for students' achievement.
- Ensure that all plans have outcomes which are specific, measurable, achievable, realistic and time-scaled.
- Provide adequate resources to support successful learning outcomes.
- Ensure that the performance management of teachers is linked to relevant professional development and results in improvement in students' achievement.

## Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Most students are very positive about their relationships with their teachers. Most feel safe at school. When compared with other schools in Dubai, more students feel that they suffer from bullying, either orally or through social media. During the inspection, students confirmed that if bullying occurs, it is dealt with quickly and effectively.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Most parents confirm that they are happy with the school and that their children are safe. Although they express concerns about bullying, they say that if bullying occurs, the school deals with it appropriately. Some also express concerns about their children's ability to forge a close relationship with adults at school. Evidence gathered during the inspection shows that the relationships between students and staff are positive.</li> </ul>

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)